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This paper stresses the stake of business and industry as full partners with the schools in the total educational process. Especially needed are programs relevant to on the job training and paid work experience, to replace the outmoded vocational education system which has failed to prepare youth for employment. (NH)

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"EDUCATIONAL FACILITIES CHARRETTES
BUSINESS AND INDUSTRY INVOLVEMENT"

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In the kind of wide, intensive, and committed community planning which a Charrette Process implies, any organizing committee charged with developing comprehensive educational facilities will soon realize that Business and Industry not only belong in the action but that they have an urgent readiness of their own to participate fully without reservation, and will gladly assume responsible roles at every stage from conceptualization to completion. As never before, Business today has an overriding concern, beyond any service or profit, for both personnel and technology. Ever so many factors are operating to put Business squarely into the field of Education.

First, we can say with confidence that the principal asset of business today is not land, nor buildings, nor inventory, nor cash, but Knowledge, --knowhow, and the resources it has for gathering more knowledge or developing new knowhow quickly and accurately. Personnel is the key to our technology.

Second, is the capital dimension of the educational enterprise. For a continuously expanding school business we are already spending tens of billions in government budgets. Nevertheless, large as this is, we are getting ready to spend a ratio of four times as much in the next decade in proportion to population growth. The sheer expense of it in tax dollars might demand an exploration of alternatives even if our patterns of failure did not continue to breed disillusionment with the school brontosaurus. The revolt against the bond issues, even in suburbia, may prove even more fatal than the student rebellion.

Third, is the shocking insight, slowly developing but rapidly radiating, and especially highlighted in the Saturday Review (4/19/69) with a front cover headline, "EDUCATION vs SCHOOLS". The myth is quite prevalent in America that schools are somehow the basis for expertise and provide an economic and social ladder of mobility. The fact is that classroom boondoggling has been rather irrelevant. Teachers and politicians like to believe that the immigrant "made it" in America through the education he received in our free public schools. Actually, it was our expanding frontier, our large free trade area for men and goods, and our technological evolution that opened the way for everyone but our oldest settler, the Negro. Even our industrial science was developed without benefit of school, since except for the simple letters, education was reserved for the leisure class or the ministry. Until Ezra Cornell came along colleges were founded by religious denominations.

What little upward movement the Afro-American experienced began only with the onset of the total war effort not much more than a generation ago. Until now, however, he too has believed the legend that we school people have perpetuated. He is, therefore, holding us to account as no other group did before. For the first time in our history, representatives of the poor are demanding that we actually educate their children, that we teach them all the whole rigmarole of irrelevance, that we bring each of their children on to a college track. Perhaps no one else really needed a diploma to get ahead but they do. The Afro-American realizes as never before that he has no place to go but right into the top rungs of the technology. The old

unskilled jobs are evaporating under automation. The privileged places in the highly unionized crafts are farther beyond his reach than the ivy league. The black child must succeed in school or we MUST get alternatives.

Yet no matter what new efforts we throw into the school program, no matter what compensatory projects we design, we end up in abject failure as far as raising the academic achievement levels of the disadvantaged. Only the black militants have an insight into the problem rather recently illuminated by the Coleman Report in 1966 and just the other day by the Headstart Evaluation. I wish an educator had said what Chief Justice Warren enunciated so clearly in 1954, "a sense of inferiority affects a child's motivation to learn." This psychological affirmation is the basis for the demand of a new self image for the black child, one that only his own black community, - spiritually and politically motivated, - can bestow upon him. In the last analysis the child gets his real education from his community. The school only gives him his credentials.

Business has been listening to the Black Community,--- more so than the trade unions, churches, or professional groups. Floyd McKissick and Roy Innis, both national directors of C O R E and both politically black and militant have turned toward Industry almost as a last resort. In this they have the full support of James Farmer as well as Dr. Kenneth E. Clark. This eminent psychologist who is still fighting separatism --his report on the 1952 White House Conference on Education supplied much of the context for Chief Justice Warren's school integration decision--- sees almost the only hope for

the education of the black youngster in the pragmatic vision of the business community.

Industry is really taking the charges against our ghetto schools seriously. That the black child may have the warmest and most comfortable school environment in history is irrelevant. He is failing by all our own standards. The world of work can't afford to support a nationwide enterprise of schools that produces a great reservoir of the uneducated, the uneducated, the miseducated and the socially unfit. Business is even ahead of the college and university student who is only just now erupting into a "discovery" a la Jerome Bruner that his schooling is a fraud upon himself as well as upon society. Industry has long been groping for an alternative while the students were gestating their rebellion. Both, though, are rapidly finding out, in the words of Professor John I. Goodlad that "the schools are conspicuously ill-suited to the needs of at least 30% of their present clientele." (SR 4/19/69.) Goodlad further questions whether our educational system serves even 50% of its customers in reasonably satisfying ways. Corporations as yet have made no pretensions as educators but when IBM has to invest as much as \$25,000 to "train" a college graduate, or a brokerage house, \$12,000 to train a stock salesman, then they have a right to upgrade their enterprise. Soon and hopefully, they will not only adopt our curriculum labels but will follow our own tactic of picking up our recruits at a younger and younger age.

Let us not minimize the present agitation in our school population. Our youngsters, black and white, from high school through the graduate division, don't know it yet but they are fighting for a new definition of their constitutional rights, in which ultimately, their right of education too will be redesigned. Unfortunately, it takes people a long time to realize the political

formula they need for a resolution of their problem. Until then "the struggle is the message," one form or another of guerrilla warfare. What it comes down to ultimately, is some design for collective bargaining which establishes a new level of equality or democracy. Thus the Black Community today needs the status of autonomy and independence that normally establishes diplomatic relations. We will arrive at it but only after much off-side confrontation. Our American colonists were no wiser in their day. It took an English emigre, Tom Paine, who did not come here until the fall of 1774, to bring a nation to its own self-consciousness. The cantankerous colonists proved by their civil disobedience, their successive abrasions with the British that they were too big for their own breeches. Paine had to content himself with a few hints in his small new gazette of the possible need of separating completely from the British Crown. (John Dos Passos.) Even after Lexington and Concord there was no talk for a break. Only when COMMON SENSE appeared in January of 1776 did people begin to speak "flatly for independence" (Woodrow Wilson).

So now it will be yet a short while before the students and black power both realize that what they are after is COLLECTIVE BARGAINING. It would be great if there were always legitimate channels to achieve this resolution of peer relationship. It wasn't there for the workers in the mass production industries either. They had to sit down in the Fisher Body plant of General Motors for more than 6 weeks to get to first base. In the next few months almost 200,000 American workers had to sit down in order to clinch their right to a union.

What is our educators' role? We can of course be the last ones to realize that our schools have become "a human disaster area." It took the

counting houses of Europe 400 years to pass from their dependency on Roman numerals into the easy realm and algorism of the Arabic symbols. We can be intellectually imprisoned by our vested interests in the schools or take our professional pretensions seriously and explore the ends and the means of education objectively as well as passionately. Unfortunately, the college and university schools of education, even the graduate schools, are not really involved with Education per se but rather in extending and expanding the empire of schools. We school people will have to help ourselves out of our own dilemma through the politics of our own experience. Nor need integrity be a luxury. We must recognize graciously that the educational exponent of the dollars spent in the community at large is ever so much higher than the dollars spent in schoolrooms. We must, therefore, plan with the community for those educational facilities which not only enhance the intellectual and cultural life of the community but are daily resources for the teacher and child as they discover their road to growth. Were I to go back as a practicing principal I would spend half my time digging for nuggets in my community. A superintendent should probably spend all his time at that. At the moment I have heard but of one school in this country, Simon Gratz in Philadelphia, that has a "foundation grant used solely to pay the bills incurred with a Diners Club card used for lunches with business interested in working with the school." No wonder then that, "Work programs have been set up with medical laboratories, food markets, banks, the Philadelphia Navy Yard, the garment industry, and others, and now the school is investigating the ramifications of being adopted by Boeing-Vertol, a helicopter manufacturer."

The Business Fraternity will undoubtedly help in this exploration and design of educational facilities. Their stake in it is vital. We have

only pupils with whom to be concerned. They have to worry about customers. Our greatest anxiety is the size of the increase in the next school budget; they live in the constant presence of an earthquake, with their business life always on the line.

Scanning through the original proposal for World of Inquiry School that has since been established in Rochester, New York, I find under "Conferences and Interviews," that were undertaken with business firms, the names of more than 25 representatives of such industries as Eastman Kodak, Bausch and Lomb, and Burroughs Corporation. When the educational facility planned by a Charrette process becomes so pregnant with community utilization over and above our own limited school purposes, then nearly every corporate enterprise will be ready with assistance for their own pragmatic reasons.

Our task as educators is to go beyond this point. We must learn how to invade their premises with educational facilities that will make them more than a consultant or even an assistant but rather one that will admit them to full partnership in the total educational process.

For our very younger children, we can be satisfied with the kind of cooperation, where the move is made from consultant, and sometime benefactor, to an open-door assistance with community budgets and with educational resources. For the teenager and the college man, we educators must actually move inside the place of business, industry, and social and government agencies, and there establish our own educational program as well as our own proper facilities,-- all right inside their walls. We have to do this for two reasons. First, commerce and industry is already trying to "muscle" in our turf, on many different fronts. Some of the most radical and technological innovations are now

being built for private corporations--if you can call the empires of IBM and Xerox "private enterprise" at all. Only the Department of Defense can compete with them in contracting for the labor of the large university faculties. They have assumed contractual obligations for large educational programs and units as big as the Job Corps. In Washington, D.C., a conglomerate just bought up a whole chain of private schools, while in Harlem and Bedford-Stuyvesant, companies have established their own street academies for ghetto dropouts. On top of this pedagogical enterprise, they are engaged in building and supplying hundreds of millions of dollars of school equipment, supplies and teaching devices.

Their greatest adventure, however, may be in undertaking the mass training of the ghetto unskilled by educating them right on the job. I use the word "educating" because this kind of work experience succeeds, while our expensive off-the-job training programs fail rather miserably. In 1967 Eastman Kodak entered into partnership with a Civil Rights group "in developing a micro-filming factory that would hire and train 400-500 unskilled Negroes." (New York Times 7/18/67.) Last year Ford in Detroit hired 5,000 hard core unemployed right in the ghetto streets without any preliminary screening at all and reported after evaluation that these did as well as any who had previously been laboriously processed. Business learned long ago what is now surfacing among students, that High School and College education is irrelevant to our needs except in that it certifies the graduate to a solid position of the curve that measures docility, and a "healthy respect for hierarchy." It insures a safe spectrum of individual differences that can live comfortably and obediently in the corporate organization. When it comes to really relevant skills, they have to do the teaching job themselves. Unfortunately, those industries most able to afford the training programs, are still guided by the myth of classroom

schooling and aped our defeat by setting up their own lecture rooms. They think they can do it better. They only spend more for even less.

What we must convince them is that the education for which our young people really cry for, and the only kind that can succeed, must be such that it is an integral part of their work experience. It is the only kind that approximates the individualization of instruction, the experiential program for real learning and discovery, and most important of all, provides the psychological motivation and satisfaction of manhood and growth. In her very stimulating book called "Our Young Folks," Dorothy Canfield Fischer devotes a whole chapter to the "vitamins of socially useful work experience." This last reference brings me to the second reason why we must explore Charrette Planning with the industrial community. From time immemorial in every tribe and culture, the boy of 13 leaves the women and joins the company of men. Everywhere there is some form of the bar mitzvah ritual. In spite of our confirmations in church or synagogues we have nevertheless made a mockery of this rite of manhood. The day after his grown-up party and presents, the lad goes back to the women in school who then unmake him into the child and nobody for another five or ten years. We school people emasculate him psychologically and socially and then wonder why he tunes out on us.

By and large our young people owe this diminished status to the organized workers, who--before they legitimized their right to collective bargaining--could chalk up only two significant victories for themselves. The first was against the immigrant, the second was against the competition of the youngster. They condemned one to a tiny quota system and the other to a long school sentence. The professional,--doctor, lawyer or teacher--who looked down on unionism, nevertheless used the same tactics to carve out for himself a

bigger piece of the national dividend by restricting competition. Committees on Standards kept raising the price of their union card by adding new requirements and new years of school servitude. For a good exposition of the exploration of the graduate student and "teaching" fellow, I refer you to a first page article of the Wall Street Journal of January 8, 1969. Or let me quote from a column of William F. Buckley, Jr., in the New York Post, "The typical undergraduate is cheated in a number of ways. His fees, usually funneled into graduate programs, buy him lectures--not by high-salaried professors, whose services are reserved for graduate seminars, but instead by teaching assistants, underpaid graduate students who usually work one jump ahead of their classes and who provide the slave-labor base upon which most state universities build their idealistic programs."

The system has worked well for the benefit of union craftsmen and the organized professionals against every interest of the young people. School and college have served as initiation rites set up by these privileged groups but have frustrated and exploited our youth. Fortunately for the slaves of Rome, the badge they were forced to wear revealed how numerous they were. Our young people are realizing how strong they really are and are acquiring a new form of class-consciousness. Our high school students have actually voiced their demands for a STUDENT UNION. With a new and powerful collective bargaining status they can demand an early entrance into the world of work and service, the social community of creativity and growth. That they will be quickly vindicated is shown by the study and recommendation of the Public Education Association of New York, a very prestigious upper-class body, that all our present vocational schools be closed out. The best that they could suggest,

however, is that these schools should be converted to comprehensive high schools, a different variety of boondoggling. What the young people really need is to be accommodated into an environment for growth--social and ethical, humanist and intellectual, as well as technological--right inside our banks, offices, hospitals, schools, factories, and stores.

Suppose we should transfer the energy and resources now going into school buildings to new and dramatic educational facilities in these institutions and enterprises. Suppose we should divide the thirty odd dollars per week we now spend on vocational high school students in such a way that one-third goes to each one of them as pay, one-third to his boss for teaching him as well as using him, and one-third for educational personnel to guide both of them and to fill out his curriculum with relevant studies in math, science, and humanities. I can't imagine who would be more willing--students or corporations--to plan and charrette such a creative venture. We educators might then become teachers to the nation in a much more dynamic sense. We could then help to refashion our society so that the cycle of alienation would be permanently reversed. We might even be able to produce the conditions of peace throughout the world. Finally, coming back to my own teaching and administration background, what an exciting experience for the younger elementary school children who could fly around the country to their teachers to these productive learning centers... where their brothers work and learn must be their school too. We in the school business should, therefore, spare no effort to involve the community of business and service technology in the kind of comprehensive, broad, grass-root and committed planning that the Charrette Process creates. Perhaps they should initiate it. It even looks as if they will. One of the oldest Wall Street

houses, Goodbody and Company, took a full page advertisement in the New York Times to stimulate just such action with a reprint of the study they had sponsored, a quasi Marshall Plan developed by Professor Lawrence S. Ritter of New York University. We educators may have our innovations, such as the Parkway School of Philadelphia, and the Black Community may come up with their Harlem Prep Academies, but the "technocrats" of business and industry may get ahead of us again.

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